

Designing Education from the CCTAP Curriculum

Creating Customized Learning Experiences

Workshop Delivery Plan

Intended Audience: Individuals with some court training experience

Audience Size: 16

Duration: 6.5 hours

Room Setup: Four round-of-8 tables, seated semi-circle with 4 chairs each

Small table at front for instructor materials

Audiovisual Equipment: Easel-pads and markers for each table, one at front of room; overhead projector (blank transparencies and markers for each participant); LCD projector (for segment on alternative delivery strategies); large screen.

Notes:

1. This is intended to serve as the first day of a two-day presentation. The second day is devoted to “Delivering Education from the CCTAP Curriculum.”

2. Advance reading is assigned to participants. Each participant is given one CCTAP curriculum to read and review before arrival at the workshop. Three or four of the curriculums are selected for distribution, so that four participants have reviewed each curriculum.

Sample Agenda

8:00 - 8:30 a.m.	Welcome, opening exercise, program overview with objectives
8:30 - 9:45 a.m.	Tying learning content to good job performance
9:45 - 10:00 a.m.	Break
10:00 - 11:45 a.m.	Putting three curriculums to work; using an objectives approach to clarify content.
11:45 - 1:00 p.m.	Lunch
1:00 - 2:45 p.m.	Customizing the curriculum for specific audiences
2:45 - 3:00 p.m.	Break
3:00 - 3:45 p.m.	Customizing the curriculum to fit your style
3:45 - 4:15 p.m.	Creating a working lesson plan
4:15 - 4:30 p.m.	Review and Wrap Up

(Authored by Krista R. Johns, CJER Managing Attorney, June 2001)

Instructor Notes

If music has been playing, lower volume and then turn off.

Use easel pad to capture qualities of effective education. Have “effective education is.....” at top of page. When exercise done, post page on the wall.

Transparency:

Purpose:

... a working meeting to

- continue the CCTAP curriculum process

- prepare for a “roll-out” of the curriculums this fall, and

- bring together a core of faculty members who can identify with the CCTAP goals and objectives.

Transparency:

Our objectives are for you to:

1) identify yourself with others involved in CCTAP training;

2) participate in work on the CCTAP curriculums;

3) be able to position your own training in alignment with CCTAP goals and objectives; and

4) provide CJER with more information about yourself, your work, and your vision.

Content

8:00 - 8:30 a.m.

Welcome participants to this working meeting. Thank them for their interest in teaching from the CCTAP curriculums. Introduce staff and faculty. [5 minutes]

Introductions around the room. Have participants give their name, title and location, along with one quality of effective education: “Effective education is.....” [15 minutes]

Present the purpose and objectives for this meeting. [5-7 minutes]

Provide other brief logistical announcements. [3-5 minutes]

8:30 - 9:45 a.m.

Curriculum pros and cons debate. Divide the group

If group seems amenable, get each team to stand in a line, parallel to and facing the other. Moderate by moving between the lines to flag the next speaker.

Thank participants and let them get seated again before debriefing.

On a easel pad, draw a race track and put the words “course of instruction” inside.

Underneath, as you give the definitions, write:

1. Complete learning content, particular group over period of time.
2. Complete materials, particular instructional unit.

First, generate a brainstorm list on easel chart.

in half. Give them 5 minutes as “teams” to brainstorm either pros or cons. Start with pros and have the first person give an advantage of curriculums. Have first person on “cons” team give a disadvantage. Alternate persons until done.

Debrief:

1. Most of us agree with pros and cons.
2. Some of the pros and cons can be cured by understanding what a curriculum is and is not (today’s work).
3. Others can be cured by understanding the obligations of faculty to customize and curriculum before teaching from it (again, today’s work).

So, what *is* a curriculum? There are several definitions. The root word, “currare” means course or track (as in race track). This represents a course of education that can guide a person through a career or a subject. Two widely understood definitions:

- complete listing of needed learning content for a particular group over a designated period of time (example: 4-year curriculum for court clerks)
- complete packet of materials for teaching a particular instructional unit.

Today’s work stems from this second definition. In advance of this meeting, you were each provided with a packet of instructional materials for one of the CCTAP curriculums.

What are the pieces of a curriculum?

Then compare with transparency of components identified by The State Justice Institute (a major grant funder for development of judicial branch education curriculums).

Transparency:

Components
- name of presentation and its purpose
- learning objectives
- sample agenda or schedule
- recommendations for faculty prep and background info
- outline of presentation content and methods
- notes to instructor
- copies of visual aids
- exercises, case studies, other audience involvement
- participant materials
- name/address/phone/email of contact person who's taught this
Adapted from The State Justice Institute
definition of curriculum; funded projects

On easel pad, generate a brainstorm list. This may be a “slower” list to generate, as trainers are not geared to think in this way.

Generate audience comments about the notion that all judicial branch education should be directed toward good performance on the job.

Explain that CJER has accepted this challenge by embarking on a multi-year, ambitious curriculum based planning process.

On easel chart write “Learning Objectives.” Cross out the word “learning” and replace with “learner.”

Now, let’s make a list of what *isn’t* part of a curriculum. Note that the list includes items related to the particular training audience and to the trainer. These things will be discussed in the afternoon as part of “customizing.” However, at this point it’s important to see that even the most brilliant curriculum will not be enough without customizing to address these other matters.

One of the key purposes of a curriculum is to provide *source material* that reinforces central values associated with training in this area. One value that is part of every professional development program is that of being *learner-focused*. Three questions:

1. What do expected audience members do on the job?
2. When they are doing their work well, what are the critical/key things they are doing (what makes it “good practice”)?
3. What do they need to do their work well (in terms of knowledge, skills, and values/beliefs)?

Learner-focused education begins with objectives. These objectives drive the selection of content, methods and format, and evaluation.

Objectives are a statement of what you would want to see a learner do, to be assured that they can carry out their work well on the job. While we would

Use two easel pads during this time. On one, write as you speak:

Learner Objectives (*from the 3 Qs*)

Content (*what, how, why*)

Methods and format (*demonstrate learning*)

Evaluation (*to assess learning, impact*)

Use another easel pad or a transparency to show:

OBJECTIVES

<u>learner</u>	<u>content/methods</u>	<u>evaluation</u>
knowledge	what (cognitive)	what?
skills	how (behavioral)	now what?
attitudes/values	why (affective)	so what?

Write on blank transparency:

“Objectives are always behavioral.”

I love to see people doing everything their job required, there simply isn't the educational time to do this. It's important, then, to identify the critical/key parts of an individual's work as it relates to the subject, and create an objective that identifies an aspect that can be demonstrated in a learning environment. “By the end of the training, participants will be able to do this:_____.”

The objectives then serve as a boundary and guide for selecting content (and by content we mean the “what” the “how” and the “why”). The question is: what content will lead toward fulfillment of the objectives?

The objectives also guide the selection of instructional format and methods. How do we have to design the presentation, so that participants demonstrate accomplishment of the objectives during the training?

Evaluation of the program now takes on two aspects:

- how, within the training activities, do we assess participant fulfillment of the objectives; and
- how, at the end of the program, do we determine transferability of the learning to good on-the-job performance?

This approach, based upon learner objectives, keeps education *learner-focused*, which is our goal.

If we are going to show that our instruction leads to good on-the-job performance, than our objectives will always involve action, behaviors.
(Use the list of action verbs to cite a few examples of behavioral objectives.)

Even if what is needed for good work is a particular attitude or value, you need to elicit a behavior (ultimately, we care what people do on the job, not necessarily what they think about it— if they can still do it well). Discuss points on transparencies.

Transparency:

Attitude Change	for	Behavior Change
habits. . .		
inaccurate or limited		
information. . .		
attitudes. all lead to behavior!
limited perceived		
options. . .		
perceived		
rewards. . .		

Transparency:

Attitudinal Objectives
Less Effective

Questions or comments?

So, let's use an example from the CCTAP

- Persuasive communication for
- Attitude development or change for
- Behavior change

More Effective

- Induce desired behavior and
- Evaluate, refine, reinforce, practice, reward the behavior, for
- Attitude development or change

Transparency:

Orientation - Intro to the Courts

HR wants participants to:

- be familiar with the branches of state government, the operations of the judicial system, and their local court system;
- feel confident of the judicial system and proud to be a court employee;
- know their role as a court employee and to act in accordance with court standards.

Use a marker to identify 5 potential objectives:

- 1- be familiar with the branches of state government
- 2- the operations of the judicial system
- 3- their local court system [should probably not be part of a standard CCTAP curriculum]
- 4- feel confident of the judicial system and proud to be a court employee
- 5- know their role as a court employee and to act in accordance with court standards

curriculums to revisit what we've been discussing. Let's use the preliminary "objectives" from the Orientation Introduction to Courts.

Notice that what are set out as objectives are really a lot more like topics or content at this point. Let's consider a new court employee coming to an orientation introduction to the courts.

What about these subject areas pertain to good job performance? [Going one-by-one, elicit examples from the audience.]

Can we see from these examples how the content will be much different than if we just started from the topics list?

[Assign each table one of the "objectives/topics," not using 3-.] In the next 5 minutes at your table, try to come up with two learner-focused objectives related to the topic number you've been assigned.

Debrief and discuss. We've done a lot already this morning. Now, let's take a 15 minute break before we get to work on the curriculums you read through before coming here.

9:45 - 10:00 Break

10:00 - 11:45 a.m.

Putting Three Curriculums to Work
Using an objectives approach to clarify content

Okay, who pre-read the
communications curriculum?
writing curriculum?
dealing with change curriculum?

Please move yourselves to tables by subject for the rest of the morning. If you want to move back to your original tables after lunch, that will be fine.

Instructions [15 minutes]

If you are going to feel comfortable using the CCTAP curriculums as source material, you will need to feel comfortable with the learner objectives and supporting content and suggestions for methodology. We're going to spend the rest of the morning working on this by getting really *learner focused*.

Let me walk you through the steps we'll use.
The work at your table will focus on the subjects of the curriculum you read.

Describe the process that table groups will go through. Ask if there are any questions. Then, get them started, reminding them at the appropriate intervals when they should move to the next step in the process.

Have each table put their objectives on a transparency for debriefing and discussion.

Coordinate the assignment of "subjects" to tables. Make sure everyone is settled in before starting the instructions.

Use transparencies that overlay each other:

{communicating }

If people were {writing }

{dealing with change}

well on the job, what would they be doing?

{communicating }

If people were {writing }

{dealing with change}

well on the job, what would they be doing?

So, of those, what key things would you want learners to demonstrate in a class (or other learning venue)?

A. 10 min.

{communicating }

If people were {writing }

{dealing with change}

well on the job, what would they be doing?

B. 15 min.

So, of those, what key things would you want learners to demonstrate in a class (or other learning venue)?

C. 10 min.

Now, look at the existing “objectives” for your subject.

D. 10 min.

List what objectives your group would want for the subject area.

When the time is over, have the groups rotate their work, along with one representative, to the next table. When the rotation has been accomplished, explain that the table groups are now in the role of consultant. The representative is to explain the work they did on their subject, describe any challenges or difficulties, and get input from the consultant group. [10 minutes]

When this is done, have the representatives return to their original tables, to relay the suggestions of the consultant group. [10 minutes]

Then, each table group should quickly review the curriculum content for their subject, to see if it seems to meet the newly developed objectives. They should note gaps, and extraneous material, as well. [10 minutes]

Stop to debrief, acknowledging that groups would ordinarily want to take more time than this in refining the curriculum. However, this should have given groups a real feel for the curriculums they worked with, and for the impact of a *learner-focused* approach. Urge the use of “peer consultants” in the future, as a way of getting additional input about curriculum work. [15 minutes]

Ask the groups to give us a copy of the objectives they developed for their subjects, and any comments they had about the comment. Explain that this will be typed up for distribution after the program is over.

Break for lunch. Remind participants that the meeting starts again at 1:00.

11:45 to 1:00 p.m. Lunch break.

1:00 - 2:45 p.m. Customizing curriculum

A good curriculum is designed with the assumption that it will be customized for particular audiences and to suit the faculty.

[30 minutes for following information]

There are some things to remember about all learners, however, when beginning to customize.

Three areas are particularly useful:

1. Biological preferences for interacting with new material (audial, visual, and/or tactile). Unless people are presented with material in ways that meet their biological preferences, they will not interact as fully.

2. Retention research for the past 25 years is amazingly consistent. Refer to transparency for percentages of what people retain.

10% read

20% hear

30% see

50% see and hear

70% they say

90% they say and do.

This shows that while visuals are always important for allowing people to interact with material, nothing is more vital than audience involvement for retention.

3. Using material that is retained, people can go through a process for learning. Learning leads to change: either doing something better or doing something differently. Briefly discussion of the Kolb learning cycle.

Transparency:

People retain.....

of what they:

10%.....

20%....

30%.....

50%.....

70%.....

90%.....

Use a marker to fill in the words as you discuss the percentages.

On an easel chart, write:

Direct experience

Book learning

connect the two phrases with a vertical line as you talk about taking in information, and how that isn't all there is to learning.

Add these phrases between the previous ones to form points around a circle:

Remind participants that for learning to take place, presentations must include activities that evoke all four elements of the learning cycle. [Those wishing more information can follow up with us later, or attend a faculty development program.]

Finally, note that learning happens best in an environment that is safe, physically and psychologically. Issues of fairness and accommodation play an important part in "safety," and will be addressed in detail in tomorrow's workshop on Delivering Education from the CCTAP Curriculum.

[30 minutes]

Now, with those three general concepts in mind, let's look at the environmental, audience, and

Active
experimentation

Reflective
observation

connect the two phrases with a horizontal line as you discuss the need to process information before it is truly “learned.”

Finally, connect all four concepts with a curved line to make a circle representing the cycle of learning.

Briefly brainstorm a list on easel pad. There may be some items listed for which trainers can’t count on getting access to the information. Mark those.

Compare easel pad list with transparency:

Variables commonly known before trainings

- time and duration
- general profile of learning group
- group size
- general boundaries of the subject
 - local concerns
 - “elephants” in the room
 - prior exposure levels
- physical space
- available supports (staff, AV, photocopying)

logistical matters that we can commonly get information about for a particular training.

Get the participants to vote for the single most important one of these elements, if they could only have one.

Note and mark the 3-4 elements identified most frequently. Assign one to each table. Ask each table to spend 10 minutes generating a list of questions they would ask, pertaining to their assigned element, to get the best information. Have each group put their questions on transparencies for quick reporting out.

Report out in 1-2 minutes per table. Remind participants that they will not generally have the luxury of time to ask a great number of lengthy questions of their local contact person. It will be important for them to identify the elements most important to them in planning, and those few questions which will provide the information needed, with the least “imposition” on the local contact person.

Collect the questions generated here for distribution after the working meeting is over.

[45 minutes]

There are common situations for which trainers should have ideas to customize the curriculum appropriately. To demonstrate this, divide individuals into groups of two or three to develop a 3-4 minute mini-teaching for the rest of the group. The mini-teaching will be on how to customize a curriculum, given the assigned situations. The mini-teaching can be team-taught, and can use easel chart, transparencies, and other means, so long as the time constraints are kept.

Transparencies and markers for each table. Remind the groups at an appropriate interval that they should put their questions on the transparency.

Transparency:

Mini-teaching exercise:

Prep for 10 minutes

You can use individual or team teaching

Use visuals (easel chart, transparencies)

Present the mini-teaching in 3-4 minutes

Assign each group one of these situations:

- 15 people, or 55 people
- audience of same job/role or mixed audience
- in a courtroom or in a lunch/break room
- no AV or any kind of AV
- mandatory to solve a problem or voluntary continuing education
- 3-4 hours or 1 ~~4~~ 2 hours
- new employees or advanced

Transparency:

Commercial About Myself

1. My name is _____.

Move through the presentations, giving each team a round of applause. Allow one or two additional ideas from the group as time allows. Collect the materials to create the beginnings of a “planning grid.”

2:45- 3:00 p.m. Break and assignment.

During the break, develop a 1-minute commercial of yourself, using the template on the transparency.

3:00 - 3:15 p.m.

[Insert here, if desired, a 15 minute PowerPoint presentation with samples of online pages for ways to use the Internet to enhance in-class programs and to move out of the class.]

3:00 (3:15) - 3:45 p.m.

Customizing the curriculum to fit your style.

Kolb’s learning theory, discussed earlier, also included a description of individuals’ learning styles. While we aren’t going to teach that here, it would be useful for you to learn about your style, if you haven’t yet. Instructors tend to teach in the way that they prefer to learn, rather than with a variety of methods to reach all learners in their audiences.

[This can be overcome with self-awareness and

2. I am title/work

3. from _____, _____.

4. My work and training experience includes _____.

5. What I care most about, in either:

the subject of the assigned curriculum

or:

training of court personnel

is _____.

(my passion)

TIME LIMIT ONE MINUTE

careful planning.

Now, let's have your one-minute commercials about yourself. The time limit will be strictly enforced. Please hold the applause until all are done.

[Moderate the smooth transition from one to the next.]

Debrief the different styles exhibited. Remind participants that they, as teachers, are the most important visual aids and representatives for their subjects. Discuss credibility, and the various factors they should be mindful of as they customize, including:

- knowledge (less, more, special)
- style (humor, pacing)
- ethics (*learner focused* is never manipulative or unprepared)

Bottom line: Trainers need to be themselves in order to be the best instructors. Customizing a curriculum should always be done with this in mind (it's good to push oneself in development as an instructor, and even try methods demonstrated by others first, but not to take on someone else's teaching "personality").

3:45 - 4:15 p.m.

What should your teaching plan look like?

Most instructors find it useful to create a lesson plan or teaching plan separate from the curriculum. Think about what you use and refer to when you teach.

Take out a sheet of paper and create a list. You have two minutes for this.

After generating a list of possible items, discuss the importance of instructors compiling these materials in a way that suits their teaching best.

Remind them that they will want to revise their plan before they teach the same subject again, for customizing and “refinement.”

4:15 - 4:30 p.m.

Review and wrap up

Ask each person to give a brief phrase or few words describing their key learning for the day.

Revisit the purpose and objectives of the meeting.

Preview the next day’s workshop on Delivering Education from the CCTAP Curriculum.

State that you and CJER staff will be around for another 10 minutes to answer questions.

Ask for completed evaluation forms.

Adjourn.

Get two or three people to give you their lists.
Create an easel pad chart from this. Add other items that remaining participants throw out.

Transparencies:

Exhibit several versions of lesson plan to show examples of different styles.

Show the transparencies of purpose and objectives for this meeting.

NOTE: Try to end 5 minutes early, so that participants have those 5 minutes to complete the evaluation form and still be done on time.